Tiffany Green 702.22

Wiki Assignment #5: Annotated Bibliography for the Literature Review -**20 Articles**

**Article #1: *Homeless Students and the Public School System* By: Ramona A. Hall**

This journal article concentrates on the troubles and difficulties that school-aged homeless children face living in a shelter or unstable environments around United States. It focuses primarily on the increased number of homeless families with children after the devastation of Hurricane Katrina and the lack of public housing as well as school aid that was available in their time of need. The author mentions the effects that homelessness has on children’s attendance and involvement and interaction in school. As a result, the article discusses several ways that school personnel can and should get involved in order to create and secure a safe and stable environment for children both in and out of school. Several resources were mentioned to help students tear down the barriers that separate them from feeling the social and emotional constraints that many homeless individuals feel. With the collaboration of both school and shelter personnel many changes can be created and implemented to decrease feelings of isolation and embarrassment and foster unity and productivity in the lives of many of these children in need.

Hall, R.A. (2007). Homeless Students and the Public School System*.*

*The Delta Kappa Gamma Bulletin*, *73*(3), 9-12.

**Article#2: *Homelessness, Poverty and Children’s Literacy Development* By: Doris Walker-Dalhouse and Victoria J. Risko**

This article focuses on recognizing homelessness as a global problem that is growing and effecting education on a greater scale. The issue of homelessness has created many academic challenges for many students who are at a higher risk for emotional, physical, social and behavioral problems that can greatly intervene with children’s academic performance and attendance. As a result, teachers have devised a way to make the classroom feel more like a stable environment and still foster positive peer interaction. By doing so they make homeless students in particular feel more comfortable with their environment and develop a desire to express their feelings and needs. In addition, encouraging more parent and family involvement is a major key in building student’s self-esteem, academic performance and behavioral awareness. Creating academic programs with the united help of both school and community personnel who support and accelerate learning both in and after school will be beneficial in developing one-to-one tutoring, homework assistance, and teacher- family workshops. Educational support and partnerships are imperative in increasing the literacy in the classroom and enhancing self- confidence in the student.

Walker-Dalhouse, D., & Risko, V.J. (2008). Homelessness, Poverty and Children’s Literacy

Development*. The Reading Teacher*, *62*(1), 84-6.

**Article#3: *Literacy Success With Homeless Children* By: Richard Sinatra**

Interestingly enough this article discusses an experiment done as a ‘comprehensive outcomes-based approach implemented over four summers with 240 homeless children residing in transitional facilities Of the New York City Department of Homeless Services’. In an effort to test how important stable housing is on the academic standings of homeless children, 240 homeless children were bused to a college campus to reside there for 10 days for a period of 3 weeks. Literacy tests were performed on all participants prior to their departure to their new mock *permanent* living quarters and supplemental school setting. A literacy based program was created that defined the dependent and independent variables of the experiment with a set measurement scale and rubric. The test compared the mean score of the student’s literacy abilities both before moving the campus facility and once the experiment was complete. In addition, students were asked to take a Reader Self Perception test to note the changes in the way they felt about themselves as a result of their academic improvement. This experiment proved that a stable living environment is a key factor in improving academic performance and success.

Sinatra, R. (2007). Literacy Success with Homeless Children*.*

*The Journal of At Risk-Issues*, *13*(2),1-9

**Article#4: *Playing the Play: What the Children Want* By: JoAnne Kraus**

This journal article focuses on the importance of dramatic play in literature and its link in expressing the emotions and imaginative play of homeless children in shelters. A homeless shelter in New York City by the name of Concourse House did an after school social experiment that encouraged the engagement of children with make-believe situations. Children had to develop and follow the process of making practical decisions within the story and playing the story out through dramatization. This social engagement helped to act as a reinforce of their understanding of life and the world around them as well as be an intentional healing power in their lives in terms of identifying and expressing their emotions.

Kraus, J. (2006). Playing the Play: What the Children Want*.*

*Language Arts*, *83*(5), 413-21

**Article#5: *Child Welfare Involvement Among Children in Homeless Families* By: Jung Min Park, Stephen Metraux, Gabriel Brodbar and Dennis Culhane**

This article analyzes the statistical data of children admitted and re-admitted to homeless shelters found in New York City over a period of five years. The authors focus on the recurrent use and need for public shelters for 8,251 children and the link to an increased involvement of child welfare services. In addition, the article discusses the ages of children at admittance, domestic violence history as well as lack of family support. The connection between the increase rate of homeless children and child welfare intervention explains the need for community collaboration and an increase in services for this population.

Park, J.M., Metraux, S., Brodbar, G., & Culhane, D.P. (2004). Child Welfare Involvement among Children in Homeless Families*. Child Welfare*, *83*(5), 423-436

**Article#6: *Barriers in Educating Children from Homeless Shelters: Perspectives of School and Shelter Staff* By: David Dupper and Anthony Halter**

This article explains the increasing rate of homeless families in the United States and the need to recognize that the rate of homeless children is increasing at an alarming rate. Studies show that there are not enough services provided to track the school attendance and performance of this population. Therefore, they are often ignored or simply overlooked. Homeless groups advocate for attention in areas of housing, education and economic assistance. Yet, concerning homeless children studies note that a large majority of them were not attending school on a regular basis for reasons that are preventable. As a result of these barriers, this article argues the importance of homeless shelters and local public schools to collaborate and advocate for the rights of homeless students in an effort to make a significant change in the social networks and services that are already in place to offer more aid and better assistance.

Dupper, D. & Halter, A. (1994). Barriers in Educating Children from Homeless Shelters: Perspectives of School and Shelter Staff*. Social Work in Education*, *16*(1), 39-45

**Article # 7: Once upon Today: Teaching for Social Justice with Postmodern Picturebooks By: Kathleen O’ Neil**

This article explains the importance and use of picture books both in and outside of the classroom to create and encourage discussion about cultural and behavioral norms. Picture books engage young readers to think critically and analytically about the world around them and the question the norms that are in place. The use of picture books in the classroom engage all types of children and foster role play and positive engagement with one another. It helps to develop and reinforce character education and social initiatives. Picture books can help students to develop a sense of self awareness and responsibility in the world.

O’Neil, K. (2010). Once upon Today: Teaching for Social Justice with Postmodern Picturebooks*.*

*Children’s Literature in Education*, *41*(1), 40-51

**Article#8: Parent/Child Concordance about Bullying Involvement and Family Characteristics Related to Bullying and Peer Victimization By: Melissa K. Holt, Glenda Kaufman Kantor and David Finkelhor**

Interestingly enough this article focuses on a survey based study that was done pertaining to perspectives on bullying by both parents and children in relation with family characteristics. This article seeks to make a correlation between family characteristics, dynamics and involvement and student bullying in school. These factors play a great role in the child’s choice to victimize peers and loved ones. Several contributors such as lack of discipline and order in the home led many children to act out and be aggressive bullies towards others. Reportedly, many children were aware that their behavior was wrong but choose to perform that way because of lack of support. Even more interesting was the fact that many parents had no clue that their child was even a bully.

Holt, Melissa K., Kaufman Kantor, Glenda; Finkelhor, David. (2009). Parent/Child Concordance about Bullying Involvement and Family Characteristics r elated to Bullying and Peer Victimization*. Journal of School Violence*, *8*(1), 42-63

**Article #9: Bullying and the Need to Belong: Early Adolescents’ Bullying-Related Behavior and the Acceptance They Desire and Receive from Particular Classmates By: Tjeert Olthof and Frits A. Goossens**

This article focuses on a social experiment that was performed with a heterogeneous group of children from aged 10-13 to determine their desire of belonging amongst both same sex and different sex peers. Researchers found that bully related behavior was due to antisocial behavior towards peers and adults. Children were surveyed and rated the importance of being accepted by classmates as high. Among girls anti social involvement in bullying was determined to be related to a desire to be accepted by boys whereas, in young boys it was found that they too wanted to be accepted by other antisocial boys and felt rejected by their male peers in general.

**Goossens, F. & Olthof, T. (2008). Bullying and the Need to Belong: Early Adolescents’ Bullying-**

**Related Behavior and the Acceptance They Desire and Receive from Particular**

**Classmates. *Social Development, 17*(1), 24-46**

**Article#10: Role Play in Blended Learning: A Case Study Exploring the Impact of Story and Other Elements By: Mary Dracup**

This article stresses the benefits of role play amongst children with the use of face to face interaction as well as online digital exposure. With the use of technology students are able to engage in virtual problem solving strategies through role-play. This helps to foster their practical, critical and analytical skills in order to resolve problems. Combining this computer interaction with tradition face to face role play is a great way to encourage discussion about character education. Many teachers use this method to introduce technology into the classroom while also focusing on developing morals and values in the minds of their young learners. It also helps to create a classroom of respect, safety and stability for all students while holding them accountable for their behavior.

Dracup, M. (2008). Role Play in Blended Learning: A Case Study Exploring the Impact of Story and Other Elements*.* *Australasian Journal of Educational Technology, 24*(3), 294-310

**Article#11: Humanistic Interventions for Homeless Students: Identifying and Reducing Barriers to Their Personal Development By: Judy Daniels**

This article address concerns for school aged homeless students and possible interventions that need to take place within the public school system in order to meet their needs. It is an informative article that discusses various situations and scenarios that make homelessness a more obvious reality for school officials. In addition, the article discusses the living conditions of homeless students and the effects it has on their attendance, participation, and motivation for learning. Often times this at risk group of students are overlooked or forgotten. The author also mentions counseling as a strategy for helping these students and ways to develop positive peer and staff interaction.

Daniels, J. (1995). Humanistic Interventions for Homeless Students: Identifying and Reducing

Barriers to their Personal Development*. Journal of Humanistic Education and*

*Development*, *33*(4), 164-72

**Article #12: Homeless, Not Hopeless. An Informational Guide for School Personnel: Understanding and Educating Homeless Students By: Elli Seifert and Carol Stauffer**

This article was written as a guide to discuss ways in which to educate and treat homeless students who attend the public school setting. It is written in sections with each section addressing a specific area of need and or common problem faced by this school aged population. In addition, this article identifies the common risk factors for homelessness and the impact that it has not only on the family but on the education and socio-emotional behavioral issues that are likely to arise from the homeless child. Strategies for school officials to defuse such issues are discussed in detail in order to help build a safe and supportive environment for these children while in school.

Seifert, E. & Stauffer, C. (2000). Homeless, Not Hopeless. An Informational Guide for School

Personnel: Understanding and Educating Homeless Students. *ERICEBSCOhost,* 47

**Article#13: Unaccompanied and Homeless Youth Review of Literature (1995-2005) By: Jan Moore**

This article is a review is based on literature published between 1995 and 2005 that was created by the National Center for the Homeless Education (NCHE) addressing the issues that abandon youth faced being homeless. In detail, it clearly discusses the challenges that these youth face in the unfortunate experiences of their life on the streets and/or in shelters. This article is complied into sections that address public research, family history, legal rights and legislation, education and even strategies of intervention. These studies were based on a large number of youth who actually represent their homeless population. This review was created to raise community and school awareness of this growing issue and devise ways in which to remedy the issues.

Moore, Jan. (2005). Unaccompanied and Homeless Youth Review of Literature. *The National*

*Center for Homeless Education.* 30

**Article #14: Education and Community Support for Homeless Children and Youth: Profiles of 15 Innovative and Promising Approaches By: Shepherd Zeldin and Joanne Bogart**

Surprisingly, this article highlights 15 programs across the 50 states that have been acknowledged for providing education and support services to our homeless youth population across the nation. These phenomenal programs have been carefully selected from over 40 nominations from both national organizations and state homeless coordinators who have a duty to make sure that these programs are addressing the needs and concerns of the population on a local community level as well as on a state level. These profiled programs were said to be suited to meet the needs of homeless children and youth while also expanding and encouraging its resources.

Bogart, J. & Zeldin, S. (1990). Education and Community Support for Homeless Children and

Youth: Profiles of 15 Innovative and Promising Approaches. *Policy Studies Associates,* 42

**Article #15: More than Babysitting: A Homeless Children’s Day Shelter Program By: Joanne R. Nurss**

This article highlights a magnificent daycare center in Atlanta Georgia that services infants, toddlers and school aged children who are homeless and in need of services. This shelter offers a great program that is specific for special needs youth and homeless children. This program is a great example of the support services that are needed for this population.

Nurss, J. (1993). More than Babysitting: A Homeless Children’s Day Shelter Program. *Children*

*Today, 22*(2), 7-9

**Article #16:** **Children and Their Basic Needs By: Debra Lindsay Prince and Esther M. Howard**

This article stresses the need to acknowledge the basic needs of American children as according to theorist, Abraham Maslow. Maslow stressed the importance of the hierarchy of basic needs and the relationship with the fundamental principles of human involvement and activity. This article discusses what happens when a child’s basic needs are not met and the consequences that they suffer emotionally, socially, academically and psychologically.

Howard, E. & Prince, D. (2002). Children and Their Basic Needs. *Early Childhood Education*

*Journal, 30*(1), 22-31

**Article# 17:** **Maslow’s Hierarchy of Needs and Psychological Health By: David Lester, Judith Hvezda, Shannon Sullivan and Roger Plourde**

Maslow’s theory of basic needs are discussed to support the notion that when basic needs of a person are not met their psychological well-being breaks down. Psychological health is an important aspect of a person’s life. It determines how they perceive themselves and how others perceive them. Needs verses wants were discussed in the context of a healthy relationship with adults and peers.

Hvezda, J., Lester,D., Plourde,R. & Sullivan, S. (1983). Maslow’s Hierarchy of Needs and

Psychological Health. *Journal of General Psychology, 109*(1), 83-86

**Article# 18: Collaboration and Self Regulation in Teacher’s Professional Development By: Deborah L. Butler, Helen Novak Lauscher, Sandra Jarvis-Selinger and Beverly Beckingham**

This article discusses the benefit of teacher collaboration and its influence in the learning environment. A study was performed to prove that positive teacher interaction proposes positive results on student- teacher learning and facilitation and student-peer interaction and social behavioral learning. In an environment where all of the basic needs of humans are being met children can and will become better diverse learners.

Beckingham, B., Butler, D., Jarvis-Selinger, S., & Novak-Lauscher, H. (2004). Collaboration and

Self Regulation in Teacher’s Professional Development. *Teaching and Teacher Education, 20*(5), 435-455

**Article# 19: Technology as Small Group Face-to Face Collaboration Scaffolding By: Miguel Nussbaum, Claudio Alvarez, Angela McFarlane, Florencia Gomez, Susana Claro and Darinka Radovic**

Piggy backing off of theorist Vygotsky, Lave is mentioned as a theorist who strongly supports collaborative techniques in the classroom to foster positive education between both teachers and students. This article discusses the benefits of collaborative education in conjunction with the use of technology in the classroom. School modeled collaboration has shown to be beneficial for life practices and human interaction. A safe environment such as a school setting is an ideal example to show children how to improve socialization skills as well as encourage academic improvement.

Alvarez, C., Claro, S., Gomez, F., McFarlance, A., & Nussbaum, M. (2009). Technology as Small

Group Face-to-Face Collaboration Scaffolding. *Computers & Education, 52*(1), 147-153

**Article# 20: School-Based Mental Health Prevention Activities for Homeless and At Risk- Youth By: Laura Nabors, Eric Proescher and Mochiko DeSilva**

This article is an informative piece that mentions several ways that school official can collaborate to develop preventive strategies for poverty stricken youngsters who are at risk of academic delays and social-emotional problems. Several cities are listed as a prime example of strategies such as counseling, and parent involvement to prevent and/or eliminate student isolation both in and out of school. These activities involve students engaging in positive conversation and getting the supportive services that they need.

DeSilva, M., Nabors,L., & Proesher, E. (2001) School-Based Mental Health Prevention Activities

for At Risk-Youth. *Child & Youth Care Forum, 30*(1), 3-18